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AUTHOR Johns, Joseph P.; Glovinsky, Arnold
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ABSTRACT

Intended to serve as a resource, this model for training trainers of paraprofessionals consists of ten 3-hour sessions. It spells out the objectives of a particular training program, how these objectives were achieved, and an evaluation design. The contents and objectives of each session are set out in detail, including samples of the task response sheets and the training certificate awarded at the end of the program. Ten agenda are provided to serve as models for similar programs. (SP 004 803, 804, and 806 are related documents.) (MBM)

PARAPROFESSIONAL TRAINING MODEL

A Process for Training

by JOSEPH P. JOHNS, PH. D.
and ARNOLD GLOVINSKY, ED. D.

paraprofessional training project

Paraprofessional Training Project
Wayne County Intermediate School District
33030 Van Born Road
Wayne, Michigan 48184
(313) 728-4050

Arnold Glovinsky, Director
Joseph P. Johns, Coordinator
Roy D. Norton, Staff Development
Dolores Olszewski, Staff Development

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WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

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WHY PUBLISH A TRAINING MODEL?

This training model is a record of a paraprofessional trainer of trainers program consisting of ten three-hour sessions designed and conducted by the staff of the Paraprofessional Training Project, Wayne County Intermediate School District, Detroit, Michigan. Its purpose is to serve as a resource, specifically for the 23 teams trained by the Project and generally for other school agencies (school districts, intermediate offices, or state departments of education) responsible for paraprofessional training. It spells out the objectives of a particular training program, how these objectives were achieved, and an evaluation design.

This training model is not to be considered definitively as the process of training, but it is a process of training. It is process oriented because the task of designing training for every conceivable paraprofessional task is infinite. Rather, the program enables the trainer to design specific training for any desirable task to be performed by a paraprofessional.

Following the description of the ten training sessions are ten agendas that were used by the Project. These may serve as models for similar programs.

Session #1

WHY DO WE NEED A TEAM?

The team approach is a major concept of the Paraprofessional Training Project. The participants in the Project are members of teams from local school districts. These teams consists of: (1) a central office administrator, (2) a principal, (3) a teacher, and (4) two paraprofessionals, a total of five persons.

The administrators are essential to the team because they are able to influence the establishment of programs. The teacher is equally important as a team member, if not more so, because the teacher designs the learning experiences in the classroom. When the classroom door closes, the teacher determines what the children are to do. The paraprofessionals operate at the discretion of the teacher under the direct supervision of the teacher. Unless the teacher understands how to use the skills of the paraprofessional, the paraprofessional's training is wasted. Hence, paraprofessionals and professionals must be trained together if they are to operate training programs successfully at the local level or if they are to work together in individual schools.

If the training team cannot agree on role, training will be disjointed and fraught with misunderstanding. When paraprofessionals and professionals interact in a training session, role will be clarified as problems are identified and resolved. As the professional clarifies his own role, and such clarification will be necessary with the presence of another adult in the classroom, he will also be clarifying that of the paraprofessional. It is inconceivable that effective training can take place if paraprofessionals are isolated from the professional staff.

Objectives:

The objectives of Session #1 are:

1. to collect reasonably uncontaminated data about the participants' perception of the nature of paraprofessional training programs, their level of confidence in their ability to train, and their perception of the role of the paraprofessional
2. to identify the range of difference within teams in their judgment of tasks inappropriate for the paraprofessional
3. to assess the background and experience of the participants
4. to give an overview of the design of the training program
5. to clarify the role of the paraprofessional

Instruments* used in this session include the following:

1. Personal Data Sheet—assesses the background and experience of the participants
2. Paraprofessional Training Rating Scale—assesses what knowledges, abilities, and concepts the trainers perceive as essential to a training program and how they prioritize these elements
3. Trainer of Trainers Self-Appraisal Confidence Scale—measures the trainee's feeling of confidence in himself as a trainer. TEAM SCORES OF 80% OR BETTER ARE EXPECTED AT THE CONCLUSION OF THE TRAINING PROGRAM.
4. Paraprofessional Role Clarification—assesses role perception by judging tasks appropriate and inappropriate for the paraprofessional

Responses to these instruments are written before any introductions of the participants or any exchange of ideas. The instruments are sealed in an envelope to preclude sharing of ideas before the assessment is made.

The Paraprofessional Role Clarification instrument gives specific data about the range of conflict in individual teams about role. Team members respond to 50 tasks to be judged appropriate or inappropriate for the paraprofessional. The difference in the perception of individual team members is shown in the number of items judged inappropriate paraprofessional tasks. For example, five team members will probably differ in their choice of items. The central administrator may judge 15 tasks as inappropriate, the principal 8, the teacher 17, one paraprofessional 20, and the other 22. The range here from 8 to 22 would be 14.

The Project staff hypothesizes that this range will be reduced during the training program. Not only will the team members have fewer differences in their judgments of inappropriate paraprofessional tasks, there will be a decrease in the number of tasks judged inappropriate. If these differences in the pre-test and post-test are graphed, the bars will be shorter. If the scale of numbers run from left to right as the numbers increase, then the post-test will show movement to the left.

For example, if the pre-test 8-22 range of 14 and the post-test 7-10 range of 3 were graphed, the results would be shown as follows:

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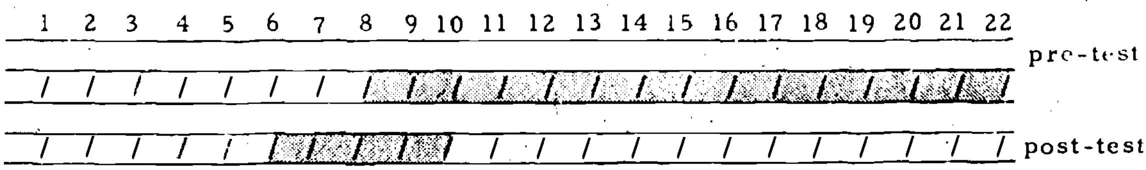
*See Packet #3, Evaluation Instruments for Paraprofessional Training (Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184, 1970).



The length of the bar is thus reduced and the movement is to the left. With this kind of resolution, the hypotheses of the Project staff are supported.

The range described above is the apparent range. The true range entails further computation. True range demands an item analysis to determine the specific items of disagreement. Thus. when two teams indicate that ten tasks are inappropriate, the true range may actually be twenty because the tasks chosen as inappropriate may all be different. Generally speaking however, the difference between apparent range and true range is not that great. The apparent range is useful in a workshop setting. True range is a more significant resolution strategy.

The Paraprofessional Role Clarification instrument is also used in achieving objective #5 (to clarify the role of the paraprofessional). The staff leader explains his rationale for role definition as questions arise as individual items are analyzed and discussed. He explains that the line that separates the professional from the paraprofessional can best be drawn by considering the following precepts:

1. Diagnosing of student needs is a professional task.
2. Prescribing instruction programs is a professional task.
3. Selecting appropriate materials is a professional task.
4. Presenting or teaching content is a professional task.
5. Counseling with students is a professional task.
6. Evaluating student progress and achievement is a professional task.
7. Initiating, determining the why, the how, the where and the when are professional tasks.

The professional is the decision-maker for the implementation of the educational program.

The paraprofessional does only those things that he is directed to do, working under the supervision of the certificated person. These tasks can be described as those that are:

1. clerical
2. monitorial
3. reinforcement of instruction

Depending on his skill and training, the paraprofessional may be called upon to perform more complex tasks related to the reinforcement of instruction.

Therefore, since the professional and paraprofessional occupy different positions, which can be described in behavior terms, there need not be confusion over role definition and the limitations of the school paraprofessional.

The explanation of the rationale outlined above and study of the Role Clarification Guide, which is distributed to each team leader, constitute the beginning of a strategy to reduce the range of conflict within teams. The post-test given during session #10 proves whether such reduction has been achieved.

Clarification of the evaluation design and the outline of the content of ten training sessions constitute an overview of the training program. The outline is as follows:

Session #2:	Feedback on role definition and analysis of difference in range
Session #3:	Problem identification
Session #4:	Communications skills and conflict resolution
Session #5:	The process of training-behavioral objectives—the training design for a noninteracting technical task and a noninteracting clerical task
Session #6:	The interacting task: monitoring
Session #7:	Games
Session #8:	Art activities in the classroom
Session #9:	Reading and the paraprofessional
Session #10:	Post-test and wrap-up

Session #2

The basic strategy of Session #2 is to provide opportunity for sharing ideas about role within teams, among teams, and among individuals. The participants discuss with other members of their team their responses to the first twenty-five items in the Role Clarification instrument. Problems are identified and shared with the general group. Then random groups are formed for discussion of the last twenty-five items in Role Clarification. This grouping allows individuals to share ideas with others in what may be a less threatening environment. Reports from the random groups are made to the general group. The results of these discussions compose a problem identification census, which enables the project staff to develop problems to be role-played in Session #3.

Session #2 concerns itself mainly with feedback of information about the range of difference within and among teams. Many of the objectives in Session #1 continue to be important in Session #2. For that matter, clarification of role is the major objective of the entire training program.

Objectives:

The objectives of Session #2 are:

1. to clarify the role of the paraprofessional
2. to feed back to the teams information about their range on tasks judged inappropriate for the paraprofessional
3. to explain the concept of range and range reduction in relationship to conflict resolution
4. to analyze differences in perceptions of inappropriate paraprofessional tasks among teams and among individuals
5. to give information about the legal responsibilities of paraprosionals and the school districts employing them
6. to report and clarify selected items from the list of 40 recommendations of the Paraprofessional Study*

The Role Clarification Guide enables the participant to review the role problem of role definition as presented in Session #1. It is crucial to the achievement of the first four objectives of Session #2.

Key items in the tasks judged inappropriate for the paraprofessional are the following:

It is inappropriate for the paraprofessional to give the most attention to the pupil he knows best.

It is inappropriate for the paraprofessional to comfort and support a pupil who feels he has been treated unfairly by the teacher. This doesn't mean that the paraprofessional cannot listen to a pupil verbalize his feelings. On the contrary, the paraprofessional should listen to children. The point here is that the paraprofessional should be careful to avoid being placed in the position where a pupil is playing off the paraprofessional against the teacher.

Keeping pupils who talk slowly and hesitantly from wasting class time is an inappropriate task because pupils who speak slowly should be encouraged to speak.

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*See Arnold Glovinsky and Joseph P. Johns, The Practice and the Promise (Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184, 1968).

Making exceptions to rules where you believe them to be wrong is an inappropriate paraprofessional task.

Deciding what pupils need to do in the classroom is an inappropriate task for the paraprofessional. It is clearly the professional's role.

For the same reason, grouping pupils in reading is inappropriate for the paraprofessional. *

One concern that is often evidenced is the principal's (or the teacher's) responsibility for the negligence of the paraprofessional or the liability of the school district in employing paraprofessionals. An article published in Nation's Schools (August, 1968) by S. Kern Alexander provides answers to these concerns. This article is distributed with other materials in the second session.

Alexander points out that the school district is in jeopardy if it employs paraprofessionals to do jobs for which they are not trained. If a person is not qualified to supervise playgrounds, then he should not be allowed to assume this responsibility. In cases in which the administrator appoints a trained person to perform certain functions, the administrator is not liable for negligence even if injury results to a child. The key is training.

This point of view is the key recommendation of the Paraprofessional Study**, ESEA, Title III, 1967-68. Training must be provided if the paraprofessional is to make a significant contribution to increased learning opportunities for children and to raise the level of pupil achievement. The "historic" Bay City Project, which began in 1952, showed that teachers spend from 21 to 69% of their time performing nonprofessional tasks. If these tasks can be performed by a paraprofessional, the professional will have more time to devote to planning and carrying out the instructional program, more time for counseling and listening to children.

Of equal importance to the training of the paraprofessional (if not more so) is the training of the professional. Certificated personnel must be oriented to the potential of paraprofessional assistance through inservice education programs. Certificated personnel must be assisted in order to make effective use of and to work productively with school paraprofessionals.

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*See the Role Clarification Guide for additional information about tasks judged appropriate for the professionals.

**Glovinsky and Johns, op. cit.

Session #3

Objectives:

The objectives of Session #3 are:

1. to identify problems encountered by paraprofessionals and the professionals with whom they work
2. to model role-playing techniques so that participants will be able to employ these techniques in local training programs, and
3. to assess whether the objectives of the first three sessions have been met

Underlying the objectives listed above is the one of continuing to clarify role. The problems identified are those that arose in the discussions during Session #2.

Role-playing is one technique that is used to elucidate problem identification and in some instances provides an opportunity for the discussion of problem resolution. The session models techniques that trainers will emulate in their local settings. See the Guide to Role-Playing in Professional Training for situations that can be dramatized.

Opportunity is given for one problem to be role-played twice. In other words, two teams role-play the same problem. While Team A is performing, Team B is excluded from the room. Team A remains, however, to view the presentation of Team B. If the training session is composed of ten teams, five different problems are dramatized.

Reaction sheets* are filled out by those participants who make up the audience. The reaction sheets serve two purposes: (1) the participants in the audience are forced to react in writing and thus cannot be passive, and (2) the staff has a record of the perceptions of the participants.

After Teams A and B perform, a staff member asks for reactions from the general group. His questions follow the pattern of the response sheets. "What is the problem?" "What do you think the teacher is saying or doing?" "What do you think the administrator is saying or doing?"

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*See Guide for Role-Playing in Paraprofessional Training (Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184, 1970).

In some instances, it is advisable to proceed to the next step, "How would you resolve this problem?" even though the participants have not been given any model for problem resolutions. The staff leader will have the opportunity to distinguish between problem solution and problem resolution. In a real situation problems are solved by removing the possibility of the problem even developing.

The easiest way to solve problems that arise between the professional and paraprofessional is to remove the paraprofessional from the school, or as a preventive measure, not have paraprofessionals in the school in the first place. Such a solution merely avoids the problem. Resolution is not simple. It necessitates understanding how to improve the communications process. It implies that persons are able to change if given the opportunity. It implies that people can learn to be open.

The Project staff makes these assumptions and develops strategies to improve communications. The same approach is used to improve listening skills and structure consultation between the paraprofessional and the professional in the school setting.

Model-building and a more comprehensive analysis of conflict resolution will be the major objective of Session #4.

In order to assess whether the objectives of the first three sessions have been met, the participants are asked to complete the Inventory of Objectives. Five major objectives should be identified on this instrument.* They are as follows:

The team approach (involving certificated and non-certificated persons) is essential to a training program.

Collecting relatively uncontaminated data is necessary so that change may later be determined.

Staff understands, believes in, and demonstrates commitment and good planning.

The crucial matter of any training program is clarification of the role of the paraprofessional and teacher. Techniques for role-clarification and problem identification must be understood by trainers.

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*See Packet #3: Paraprofessional Training Project (Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184, 1970).

Session #4

Objective:

The objective of Session #4 is to improve the participants' skills in communication and conflict resolution by practicing exercises based on a specific communication-conflict resolution model*. The effectiveness of this practice is determined by the willingness of the individual participants to want to become open and sharing. The exercises provide an environment for learning the importance of sharing and listening. They make possible the analysis of a theoretical basis for self-acceptance and trust. This base underscores the importance of cooperative planning between the teacher and the paraprofessional.

Exercises

The Group Walk

Tables and chairs are moved back so that an area is cleared in the center of the room. Participants are asked to walk around the room. They are permitted to greet one another and talk. After a couple of minutes, they are directed to remain standing in a place in the room where they feel comfortable.

Following this activity, the participants are directed to continue to move around the room but not to communicate verbally or non-verbally.

Next, they are asked to continue to walk but to close their eyes. Upon completion of this activity they are asked "How did you feel?" "How did the first experience differ from the second ?" "Did you really close you eyes?" "Why not?" "How did you feel when you did?"

The Introduction Game

This exercise is an alternative to the Group Walk. For every 5-7 persons in the workshop, one person is asked to leave the room. Those who remain are requested to form themselves in circles of 5-7 persons.

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*See in addition The Design for Training in Communication Skills and Conflict Resolution (Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184, 1970).

The persons who have left the room return. They choose one circle which they enter and proceed to try to introduce themselves to each member of the circle. The circle members make no response whatsoever. They do not look at the person introducing himself. They may even turn away. They show no recognition and make no acknowledgment.

The experience is analyzed by the "victim." "How did you feel?" Time is provided for general reaction.

<u>Communication in Twos (Diads)</u>

The participants are asked to pair off. They are asked to share information about themselves with the person with whom they are paired. First, they are asked to tell something about themselves that they feel comfortable in sharing. Second, they share how they feel about something - anything, i. e., "I feel....." Third, they share something they believe, i. e., "I believe....." Fourth, they share some "secret" information about themselves that most people do not know.

This experience is analyzed by the whole group. "What was the effect of the sharing?' "How is this experience related to persons working together in a classroom?"

<u>The Listening Game (Triads)</u>

The problem is the communication of different points of view on a controversial question. Two members of the triad are communicators (speakers). The third member is the observer or referee. The communicators choose a topic on which they disagree or can take opposite positions. Communicator #1 states his position. Communicator #2 listens and repeats to the satisfaction of #1 and the observer what #1 has said. Communicator #2 cannot speak until he has accomplished this mission. Communicator #1 speaks a second time only after he has fulfilled the same commitment.

This activity continues at the discretion of the workshop leader. The experience is analyzed by the whole group.

<u>The Money Game</u>

The workshop leader asks for volunteers, one from each team in the workshop. The volunteers are asked to fantasize that the workshop leader has an indefinite number of nickels in his back pocket. He is going to auction the nickels off one nickel at a time. The object of the game is to get as many nickels as you can for your team. There are some restrictions. From now on, the players cannot talk to one another. One player makes a bid for the nickel. The bid is raised by the second player to a point at which he feels comfortable. The bidding proceeds until someone passes. The nickel is awarded to the last bidder before someone passes.

The game continues at the discretion of the leader. At the conclusion of the game, the leader questions the players about their feelings while playing the game. The leader provides explanations of the purpose of the game—the purpose of cutting off verbal communication, the failure of the group to cooperate to get as many nickels as possible from the leader or their ability to do so. The leader has structured the game as a contest among the participants. Open communication might have changed the game as a contest between the leader and the players. By a cooperative effort, each player could have received an indefinite number of nickels for a penny apiece.

Opportunity is also provided for the discussion of the importance of open communications in the definition and attainment of individual and group objectives.

<u>Group Decision Game</u> (NASA)

The participants work in randomly selected groups of five or six. Each group is given the following information:

You are on a spaceship originally scheduled to rendevous with its mother ship on the lighted surface of the moon. Due to mechanical difficulties however, your ship was forced to land at a spot some 200 miles from the rendevous point. During entry and landing much of the equipment aboard was damaged and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of the importance in allowing your crew to reach the rendevous point. Place the number 1 by the most important item; the number 2 by the second most important item and so on through number 15, or the least important. Note: only two crew members are in any condition to carry equipment.

1. box of matches
2. food concentrate
3. 50 feet of nylon rope
4. parachute silk
5. portable heating unit
6. two 45 calibre pistols
7. one case of dehydrated condensed milk
8. two 100-pound tanks of oxygen
9. stellar map (moon's constellation)
10. life raft
11. magnetic compass
12. five gallons of water
13. signal flares
14. first aid kit containing injection needles
15. solar-powered radio

Following individual attempts to determine relative importance of each item and group consensus on each item is arrived at. The correct answers are given by the leader: (1) 15, (2) 4, (3) 6, (4) 8, (5) 13, (6) 11, (7) 12, (8) 1, (9) 3, (10) 9, (11) 14, (12) 2, (13) 10, (14) 7, (15) 5.

Individual and group consensus scores are derived by the difference between the individual or group score and the correct answer. For example, if item #1 is ranked 7, the difference is 8 because the correct answer is 15. The individual score is derived by totaling the amount of difference. Each team will have a high score and a low score. The average of the high and low score gives a team score. This average is then compared with the team consensus score. The consensus score should be lower than the average of the high or low individual scores of team members. Discuss why or why not.

Summation

With the help of the participants, the group leader builds a theoretical base for understanding the communication process (verbal and nonverbal) and the nature of conflict resolution. He stresses the importance of really listening in resolving conflict. All the exercises relate to this conclusion. The workshop leader gives and seeks examples of communication problems and how these problems relate to teachers and paraprofessionals working together. The leader also discusses the implication that these matters have for teams of trainers.

Session #5

Objectives:

The objectives of Session #5 are:

1. to demonstrate the classification of paraprofessional tasks into a taxonomy
2. to demonstrate a knowledge of behavioral objectives by designing training for a specific technical task and a specific clerical task
3. to demonstrate the ability to list skills, knowledges, and understandings in a training design
4. to demonstrate an ability to develop methods and materials in a training design
5. to demonstrate an ability to identify an evaluation strategy for specific training tasks

If we were to fantasize that a mystery envelope contained the secret of successful training programs, then, when that envelope was opened, we would find written in magic character—THE PROCESS OF TRAINING. Session #5 focuses on the process of training. This process involves a systematic classification of paraprofessional tasks, stated in observable terms, a knowledge of the terminal behaviors required, and a criterion by which the terminal behavior may be evaluated.

RATIONALE FOR THE TAXONOMY

The taxonomy of paraprofessional tasks is a usable tool in designing paraprofessional training. It cuts through confusion and makes manageable every conceivable paraprofessional assignment. The structure is basically simple. There are two major divisions of paraprofessional tasks. These are non-interacting tasks and interacting tasks. The non-interacting tasks are concerned with doing things separate from children. The interacting tasks are concerned with doing things with children. Non-interacting tasks are housekeeping, clerical and technical. Interacting tasks are clerical, monitorial, and tutorial. See the chart that follows:

TAXONOMY OF PARAPROFESSIONAL TASKS

I. Non-Interacting Tasks

1. Housekeeping - assisting in keeping room neat, maintain room equipment and supplies

II. Interacting Tasks

1. Clerical
   a. Checking out books from classroom library
   b. Collecting, recording, and filing absence notes

1. Clerical (Continued)
   c. Distributing and collecting supplies, materials

2. Clerical
   a. Writing assignment on board
   b. Duplicating materials (mimeo, spirit)
   c. Correcting objective tests

3. Technical
   a. Motion picture projector - set up, operate, put away
   b. Tape recording
   c. Production of bulletin boards

2. Monitorial
   a. Arrange children for passing
   b. Cafeteria, recess, hall duty
   c. Preventing pupils from running in classroom and halls

3. Tutorial
   a. Helping a pupil with word recognition
   b. Encouraging pupils to complete their work
   c. Listening to pupils relate their experiences
   d. Assisting pupils in writing, manuscript or cursive
   e. Drilling pupils on long and short vowel sounds
   f. Drilling multiplication facts

According to this taxonomy every paraprofessional task is classifiable. The following tasks taken from the Paraprofessional Task Ratings instrument may be classified as follows:

N - Non-Interacting

I - Interacting

(CODE)

(N-1) 1. WASHING CHALKBOARDS

(N-2) 2. RECORDING DAILY WORK INTO GRADE BOOK

(N-2) 3. RECORDING TEST RESULTS INTO GRADE BOOK

(N-3) 4. PREPARING AUDIO-VISUAL MATERIALS SUCH AS CHARTS AT THE REQUEST OF THE TEACHER

(I-1) 5. FILING CORRESPONDENCE AND OTHER REPORTS IN CHILDREN'S RECORD FOLDERS

(I-2) 6. TAKING ACTION TO STOP PUPILS FIGHTING

(I-2) 7. SUPERVISING CHILDREN DURING SHORT REST PERIODS

(I-3) 8. CLARIFYING THE TEACHER'S ASSIGNMENT FOR A PUPIL

(I-3) 9. INTERESTING A RESTLESS PUPIL IN SOME OTHER ACCEPTABLE ACTIVITY

(I-3) 10. TALKING WITH PARENTS AND INTERPRETING PARENTAL CONCERN TO TEACHERS

The process of training involves identifying the observable behavior you want the paraprofessional to perform and setting performance criteria for this task. The design for training requires identification of the needed skills, knowledge, and understanding, development of a training design including methods and materials to be employed, and the determination of an evaluation strategy.

The approach is basically behavioral as described by Mager. Participants receive copies of Mager's Preparing Instructional Objectives* at the end of Session #1 and are asked to have read the book before Session #5.

The process of training is illustrated by two non-interacting tasks. operating a Wollensak 1500 Tape Recorder and using proper manuscript writing form. The first of these models is a non-interacting technical task, and the second is a non-interacting clerical task. The training designs for these two tasks follow. The first is a demonstration, practice, corrections and evaluation design. The second is a pre-test, practice, and post-test design:

In the case of operating a Wollensak 1500 Tape Recorder, the workshop leader uses the fish-bowl approach to train two persons by direct involvement. He proceeds to demonstrate each step of the operation and has the two trainees perform each procedure after him. He answers questions along the way. Then while the general audience involves itself in the second task, using proper manuscript-writing form, he works with his two trainees in a practice session. Their mastery of the task is demonstrated later as they set up the tape recorder and operate it in less than five minutes.

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*Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962).

The manuscript writing task is performed by all the participants. Each participant is given practice sheets in proper manuscript form taken from Let's Write Manuscript - Book I, Hayes School Publishing Company, Inc., Wilkinsburg, Pennsylvania. These sheets contain a sentence or part of a sentence that illustrates basic letter formation. The first sheet is used as a pre-test. The workshop leader diagnoses the writing problem and assists in prescribing the proper practice. In the training session, the practice time has to be limited. This limitation is not a great concern because we are essentially modeling a training program. We are concerned primarily in communicating the design of the training. For those participants who are really determined to improve their manuscript writing skills, practice may be continued outside of the training sessions. Other models in the Hayes materials or similar materials may be used. In any case, after a practice period, the participants complete another practice sheet that is used as a post-test. This post-test must be completed within a time limit of four minutes.

The outlines for the training designs of the two tasks follow.

Non-Interacting Technical Tasks

Specific Task: Operating a Wollensak 1500 Tape Recorder

A. Needed Skills, Knowledge, and Understanding

1. How to remove covering case
2. Identify the electrical connections
3. How to turn on the tape recorder
4. How to thread the tape on the recorder
5. How to turn the tape recorder to the desired speed
6. How to set the time to "0"
7. How to connect the microphone
8. How to hold the microphone for recording
9. How to adjust volume control
10. How to read the indicator which shows normal recording
11. How to stop the recorder after completion of recording
12. How to rewind the tape to "0" position
13. How to remove the microphone
14. How to put recorder into play position
15. How to locate a specific part of the recording

B. Training Designs, Methods and Materials for Developing the Needed Skills

1. Materials: Present to the trainee a list of knowledges that are necessary for performing the task.

2. Members will be provided with practice instruments to develop the needed skills
3. Achievement will be determined by a post-test

C. Evaluation

1. Trainers Judgment
2. Speed and Accuracy - four minutes timed exercise

In order to evaluate how well each team understands the process of training, each team is asked to design training for another non-interacting technical task and another non-interacting clerical task. The design is to be presented in the form of the Task Response Sheet. Each team is given two copies of this form. The form is shown on the next page.

PARAPROFESSIONAL TRAINING PROJECT
Wayne County Intern liate School District
33030 Va... rn Road
Wayne, Michigan 48184

TASK RESPONSE SHEET

Specific Task: ____________________

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A. Needed Skills, Knowledge, and Understanding

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B. Training Designs, Methods, and Materials for Developing the Needed Skills, Knowledge, and Understanding

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C. Evaluation

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Session #6

Objectives:

The objectives of Session #6 are:

1. to assess the participants' knowledge of designs for training in specific non-interacting technical and clerical tasks
2. to demonstrate a training design for monitoring
3. to develop training designs for interacting clerical tasks
4. to develop training designs for interacting tutorial tasks

Participants turn in designs for non-interacting technical and clerical tasks. Staff members answer questions about problems that teams may have encountered in their training designs for non-interacting tasks. This discussion provides opportunity for review of the taxonomy of paraprofessional tasks and leads directly into the training designs for interacting tasks. Monitoring the lunchroom is the archtype for interacting tasks.

The visual and audio components of monitoring the lunchroom are available in Packet #2.* This packet consists of twelve transparencies and the Monitorial Problems Interacting Tasks Guide.

The outline of the basic design follows on the next page.

*Packet #2: Lunchroom Monitoring (Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184, 1970).

PARAPROFESSIONAL TRAINING PROJECT
Wayne County Intermediate School District
33030 Van Born Road
Wayne, Michigan 48184

TASK RESPONSE SHEET

Specific Task: Monitoring a cafeteria in a manner satisfactory to building principal or other designated responsible person

A. Needed Skills, Knowledge, and Understanding

1. Standards of cafeteria behavior

2. Management procedures

3. Reacting to emergency

4. Anticipating and preventing problems

B. Training Designs, Methods, and Materials for Developing the Needed Skills, Knowledge, and Understanding

1. Standards - obtain the information, preferably written policy statement

2. Management - obtain the information concerning procedures and routines

3. Emergencies - obtain information; certificated person's location, school policies regarding first aid, etc.

4. Anticipating - eye contact; circulation; position in the room; observation

C. Evaluation

On-site observation; self assessment

The outline assumes that the trainee has benefited from training in communication skills and conflict resolution as discussed in Session #4. These skills underlie the performance of all interacting tasks.

Session #6 provides time for teams to develop training designs for interacting clerical tasks and interacting tutorial tasks. Each team receives help from a workshop leader. Every effort is made to complete these designs during the workshop. The leader follows up any problem that may develop.

In addition to designing the two interacting tasks, each team is assigned the preparation of training designs for instructing teachers and paraprofessionals in how to play an academic game and a playground game. These designs are turned in at the beginning of Session #7. Each team must also be prepared to instruct another team in the playing of an academic and a playground game.

Session #7

Objectives:

The objectives of Session #7 are:

1. to assess the participants' knowledge of designs for training in specific interacting clerical and tutorial tasks
2. to develop a repertoire of academic and playground games

Each team receives training designs developed in the previous session. Team members peruse and discuss these designs and participate in a general discussion with the total group about any questions or concerns developed in the small groups.

Teams are paired to demonstrate the games prepared for the workshop. The paired teams decide on one academic or playground game to be presented to the general group. This arrangement makes possible the development of a repertoire of games. Each paired team learns two new games. Each paired team presents one game to the total group. This last strategy provides opportunity to add to the repertoire.

Each team hands in its game training designs. These designs are duplicated and made available to each participating team. The teams also receive selected books of games.

Session #8

Objective:

The major objective of Session #8 is to demonstrate techniques of good design in bulletin boards -- layout, color, and typography.

An art consultant lectures according to the following outline:

DESIGNING BULLETIN BOARDS AS EFFECTIVE VISUAL AIDS

The bulletin board should be used as a visual aid to stimulate student learning rather than simply as a means of decorating the room, providing seasonal atmosphere or serving as a haphazard catchall.

I. Objectives in the use of bulletin boards
   A. To serve as visual and verbal evidence of developmental learning.
   B. To provide an over-all plan
   C. To present a lesson
   D. To explain a specific part of a lesson
   E. To display material related to the lesson
   F. To display student work
   G. To develop a center of interest
   H. To present routine notices

II. Means of attaining objectives
   A. Frequency of change
   B. Participation by students
      1. Designing and cutting letters
      2. Preparing backgrounds
      3. Choosing illustrations
      4. Mounting pictures
      5. Filing dismantled materials
      6. Lending materials
   C. Integration into school hours
   D. Suggestions for teacher attitudes toward bulletin boards

III. Materials
   A. Selection and use
      1. Expense
      2. Attractiveness
      3. Restraint
   B. Unusual and effective materials
   C. Tools for fastening materials

IV. Functional parts of the bulletin board
   A. Background area
   B. Caption
      1. Selection
         a. Brevity
         b. Familiarity
         c. Suitability
      2. Production
         a. Size
         b. Neatness
         c. Consistency
         d. Arrangement
         e. Methods and materials for lettering
   C. Descriptive material
   D. Illustrative material
      1. Effectiveness
      2. Types
         a. Two-dimensional
         b. Three-dimensional
      3. Display techniques
      4. Sources

V. Arranging the parts of the bulletin board
   A. Planning
      1. Reducing dimensions proportionally
      2. Deciding on subject matter and caption
      3. Selecting background, lettering, descriptive matter, illustrations
      4. Dividing background shape
      5. Selecting colors
      6. Relating all parts
         a. Size
         b. Grouping
         c. Spacing
         d. Direction
   B. Applying principles of design to bulletin board arrangement
      1. Unity
         a. Definition
         b. Harmony of color, idea, shapes, lines, textures, direction
         c. Harmony and variety
      2. Proportion
         a. Definition
         b. Division of spaces
         c. Improvement of given proportions

3. Balance
    a. Definition
    b. Kinds
        (1) Formal
        (2) Informal
4. Movement
    a. Definition
    b. Importance
    c. Methods of obtaining movement
5. Emphasis
    a. Definition
    b. What to emphasize
    c. How to emphasize

C. Using color
    1. Number of colors
    2. Symbolic value
    3. Important color qualities
    4. Sources of color schemes

Following the lecture, the teams participate in two activities: (1) the arranging of a bulletin board in miniature and (2) the construction of a montage that expresses a central theme.

Materials and detailed explanations for these activities are found in Packet #7.* Activity #1 involves arranging a series of three pictures, a caption, and flower cut-outs to express the theme, Springs of Joy. The problem requires decisions in layout concerning color, typography, and flat and three-dimensional effects. Teams work out separate solutions. The workshop leader consults with teams before paste-up. Each team shares its bulletin board with the total group. The workshop leader analyzes differences and points out relative strengths. These comments hark back to the lecture and provide opportunity for building a rationale for good design in bulletin boards.

Activity #2 involves the same teams in the construction of a montage that represents the following themes: (1) Come on people - come together; (2) All the lonely people - where did they come from?; (3) Individual people joining together as one.

The teams emulate the design or designs shown in the workshop.

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*Packet #7: Paraprofessionals and Better Bulletin Boards (Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184, 1970).

Session #9

Objective:

The objective of Session #9 is to identify specific tasks in reading that paraprofessionals can perform to help children. This objective is achieved by using the curriculum materials developed by the Wayne County Pre-Reading Program for Preventing Reading Failure.

Sixteen curriculum areas based on the Wayne County Pre-Reading Test are identified and explained.

RECOMMENDED CURRICULUM AREAS BASED ON
WAYNE COUNTY PRE-READING TEST

1. auditory-discrimination: identification of the sounds; sound distinction; rhyme identification; rhythmic patterns
2. auditory memory: vertabim repetition; following directions; re-telling stories; sound imitation
3. classifying: class identification; function identification; whole-part relationships; opposites
4. expressive language: telling a personal experience; reacting verbally to others; telling experiences of others
5. figure-ground: focus on specific stimuli, ignoring extraneous ones
6. fine-motor: legible writing; copying form or patterns; folding and cutting on a line; stringing beads; maze-solving
7. gross-motor: walking forward and backward; rolling; crawling homolaterally and in cross pattern; throwing a ball on target; rope-jumping; skipping
8. kinesthetic: moving body rhythmically; body movements in response to directions
9. matching: matching objects, geometric forms, letters, words
10. self-concept: feelings of self-worth and confidence and acceptance of others
11. sequencing: recall of auditory and visual cues; reproduction of patterns
12. spatial relations: location and naming parts of body; moving through and around objects; left-to-right concepts; hand and foot dominance
13. tactile: identification by touch; matching by touch; texture discrimination.
14. visual discrimination: discrimination of geometric forms, letters, words
15. visual memory: recalling visual experiences; reproduction of visual experiences
16. visuo-motor: coordinated eye movements; tracing; manipulation of three dimensional materials; coordination of eyes and hands

Lessons developed in various categories are described and explained. The lesson is presented to the group by means of the overhead projector. Each lesson follows a simple format: (1) behavioral goal, (2) materials needed, (3) procedure, and (4) evaluation.

Lesson 20 on Auditory Discrimination is representative.

LESSON 20

Behavioral Goal: To produce rhyming words which correctly fulfill requirements of rhyme in eight out of ten given pairs.

Materials Needed: Imagination and ability to stimulate children to use theirs.

Procedure: Teacher makes up a few short rhymes like the following:

See! See!
Look at me!

Oh! Oh!
Watch me go!

Down falls the snow.
Hear the wind blow.

Have children identify the rhyming words in each couplet. When children can do this successfully, teacher says, "Now we are going to make up some rhymes. I'll tell you the first part, and you finish it."

She may say one of the following, or make up her own:

1. We traveled so far/ In Daddy's new car.
2. Tom had to look/ For his lost book.
3. Can you see me/ High up in this tree?
4. See the yellow spread/ On the bed.
5. I saw a mouse/ In my house.
6. Come and look/ At the book.
7. The little bear/ Sat on a chair.
8. The red fox/ Is in a box.
9. The baby boy/ Wants a toy.
10. The cat/ Wears a hat.
11. See the dog/ On the log.
12. My friend Sue/ Is wearing something blue (new).

13. The bunny/ Looks funny.
14. Please stay/ Don't go away (play).
15. Do your best/ Then stop to rest.
16. I lost my shoe/ When the cow said moo.
17. See my red shirt/ And my blue skirt.
18. See the bee/ In the tree.
19. The king/ Has a ring.
20. I eat/ Lots of meat.
21. Little Mabel/ Is setting the table.
22. The boy hit the door/ Now he has a sore.
23. I smell a rose/ With my nose.
24. To feel dandy/ Don't eat candy.

The paraprofessional can provide the teacher with valuable data by listening to children read orally. The paraprofessional can report the child's errors and make observations of reading difficulty. On the basis of this report, the teacher will be able to diagnose reading difficulty and prescribe lessons that will enable the child to correct the difficulty.

The marking code for such reporting is as follows:

Scoring the Informal Reading Inventory

	1. Record for oral reading:	Marking Code
counted as errors when determining levels	1. Substitutions and mispronunciations	He left his big ~~truck~~ trunk.
	2. Omissions. Encircle the word or words omitted.	He left his big truck.
	3. Insertions. Write in inserted word or words with a caret. (1 error)	He left his big ^red truck.
	4. Pronunciations. Words pronounced by examiner after 5 seconds. Make two checks above word pronounced.	He √√left his big truck.
	5. Disregarding of punctuation.	He left his big truck.x
recorded to show the quality of reading only	A. Repetitions. Draw wavy lines under word or words repeated.	He left his big truck.
	B. Hesitations. Make a vertical mark for the first second and a cross bar for each hesitation of one second, maximum 5 seconds.	He/left his/big truck.
	C. Corrected substitution or mispronunciation: ~~trunk~~ truck ~~was~~ saw. Disregard counting them as errors.	

2. Record for silent reading
   a. all signs of frustration (lip movement, finger pointing, frowning, bodily movement, etc.)
   b. any evidence of faulty eye movement or impaired vision.

3. Record for comprehension: Marking Code
   a. Unusual correct answers ( )
   b. All incorrect answers ( )
   c. "I don't know" and no response answers

The paraprofessional checks observation according to the following schedule:

________	Word-by-word reading
________	Poor phrasing
________	Lack of expression
________	Monotonous tone
________	Pitch too high or low; voice too loud, too soft, or strained
________	Poor enunciation
________	Disregard of punctuation
________	Overuse of phonics
________	Little or no method of word analysis
________	Unawareness of errors
________	Head movement
________	Finger pointing
________	Loss of place

Other information to be gathered includes the following:

Sight Words	Yes	No
a. Knows a word one time, misses it later.	____	____
b. Guesses at unknown words	____	____
c. Does not attempt unknown words	____	____

Comprehension	Yes	No
a. Understands word meanings	____	____
b. Understands main idea	____	____
c. Can tell story in sequence	____	____
d. Remembers important details	____	____

Session #10

Objectives:

The objectives of Session #10 are:

1. to collect data that will measure the perceptions of the participants about training
2. to collect data about the plans of the trainees to conduct their own training programs
3. to award certificates of training

Evaluation is the central purpose of this session. Participants fill out the Trainer of Trainer's Self-Appraisal Confidence Scale, the Paraprofessional Training Rating Scale, and the Paraprofessional Role Clarification instrument. Responses to these instruments at this time provide opportunity to measure participants' change in perception about the role of the paraprofessional and the nature of paraprofessional training. The results test three hypotheses. Hypothesis #1 is that each team will reach 80 per cent of confidence on the Self-Appraisal Confidence Scale. Hypothesis #2 is that the range of difference for each team will be reduced in Paraprofessional Role Clarification. Hypothesis #3 is that the number of tasks judged inappropriate for the paraprofessional will be reduced. This range should now be less than four; and the number of tasks judged inappropriate for the paraprofessional should be less than ten. As results are graphed for trained teams in Paraprofessional Role Clarification, the bar representing the range and the number of inappropriate tasks grows smaller and moves to the left.

The most practical kind of evaluation of a trainer of trainers program is whether the trained teams actually train paraprofessionals and the professionals with whom they work. Time to assess this eventuality is built into Session #10. The team respond to a questionnaire about their plans for local training programs. They indicate what are their next steps, what help they need, what obstacles they anticipate, and whether they would be interested in cooperating with a neighboring school district or school. This reporting provides the staff development personnel with necessary information for the follow-up to the trainer of trainers program.

The awarding of training certificates is an integral part of the program. It models for the trainers the importance of rewards in their training programs. The Certificate of Training was designed by the staff graphic artist. It is signed by the director, the coordinator, and the two staff developers responsible for the training. The certificate is framed and ready for hanging. It is evidence of training. These certificates are displayed prominently by paraprofessionals and professionals alike in schools and board of education offices throughout Wayne County.

CERTIFICATE OF TRAINING

paraprofessional training project

THIS IS TO CERTIFY THAT

Socrates Paraprofessional

HAS SUCCESSFULLY COMPLETED THE TRAINING CYCLE
CONDUCTED FOR TRAINERS OF LOCAL PERSONNEL.
WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT, MICHIGAN

PROJECT DIRECTOR
Dr. G. Perry

STAFF DEVELOPMENT
Allen Dwight

COORDINATOR
J. Joe Cobbs

STAFF DEVELOPMENT
Linda W. Foy

MODEL AGENDAS

FOR PARAPROFESSIONAL TRAINING

Session #1

Objectives:

1. to collect reasonably uncontaminated data about the participants' perception of paraprofessional training, their level of confidence in their ability to train, and their perception of the role of the paraprofessional
2. to identify the range of difference within teams in their judgment of tasks inappropriate for the paraprofessional
3. to assess the background and experience of the participants
4. to give an overview of the program, and
5. to clarify the role of the paraprofessional.

Agenda

I. Folder Materials

II. Data Collection
   - A. Personal Data Form
   - B. Rating Scale
   - C. Confidence Scale
   - D. Role Definition

III. Composition of the training session - who and where

IV. Role Definition - Clarification

V. Training Prospectus
   - A. evaluation plans
   - B. overview

VI. Distribution of Role Definition Overlays and Guide

Session #2

Objectives:

1. to clarify the role of the paraprofessional
2. to feed back to the teams information about their range on tasks judged inappropriate for the paraprofessional
3. to explain the concept of range and range reduction in relationship to conflict resolution
4. to analyze differences in perceptions of inappropriate paraprofessional tasks among teams and among individuals.

Session #2 (continued)

5. to give information about the legal responsibilities of paraprofessionals and the school districts employing them, and
6. to report and clarify selected items from the list of 40 recommendations of the Paraprofessional Study.

Agenda

I. Folder Materials -- Legal Liability

II. Review of Session #1 -- the Team Concept and the Major Objectives of the First Three Sessions

III. Feedback to Local Teams in Groups

IV. Random Groupings for Item Analysis

V. Reports from the Floor

VI. The 40 Recommendations

Session #3

Objectives:
1. to identify problems encountered by paraprofessionals and the professionals with whom they work
2. to model role-playing techniques so that participants will be able to employ these techniques in local training programs, and
3. to assess whether the objectives of the first three sessions have been met.

Agenda

I. The Janus Look - Review of Sessions #1 and #2 and overview of Session #3

II. Role-Playing of Problem Situations

III. Problem Identification

IV. Inventory of Objectives

V. Summation

Session #4

Objective: to improve skills in communication and conflict resolution by learning and practicing a specific communication-conflict resolution model.

Agenda

I. Exercises in Communication Skills
   A. Verbal and Non-verbal
   B. Listening

II. Guidelines for Conflict Resolution

III. Application of the Guidelines

Session #5

Objective: to demonstrate a knowledge of a behavioral objective for training in a specific technical task and a specific clerical task.

THEME: THE PROCESS OF TRAINING

Agenda

I. Feedback - Sessions #3 and #4

II. Mager's Preparing Instructional Objectives and a Taxonomy of Paraprofessional Tasks

III Specific Training Demonstrations
   A. The Technical Task - setting up and operating the tape recorder
   B. The Clerical Task - using proper manuscript form.

IV. Analysis of the Training Design

Session #6

Objective: to identify tasks in two categories, describe them behaviorally, and analyze them according to the analysis process provided.

Session #6 (continued)

Agenda

I. Old Business

II. The Interacting Task - Monitoring

III. Practice in Task Identification and Analysis
  A. Interaction - Clerical
  B. Interaction - Tutorial

IV. Summation

Session #7

Objectives:
1. to revise behavioral training designs (Task Response Sheets) according to Mager's pattern
2. to develop a repertoire of five games and teach one game to another team -- self-assessment and judgment of another team.

Agenda

I. Feedback on Behavioral Training Designs (Task Response Sheets). Individual teams will revise designs according to their needs.

II. Games - Playground and Academic

Session #8

Objective: to demonstrate techniques of good design in bulletin boards - layout, color, picture format, and typography.

Agenda

I. General Presentation

II. Bulletin Board Design

III. The Montage

IV. Summation of Basic Principles

Session #9

Theme: Paraprofessionals can provide productive services by working with children on reading.

Objective: to identify specific tasks in reading that paraprofessionals can perform to help children.

Agenda

I. The Wayne County Pre-Reading Program for Preventing Reading Failure
   A. The Categories
   B. Specific Lessons

II. Practice in Scoring the Informal Reading Inventory

III. Summation

Session #10

Objectives:
1. to collect data that will measure the perceptions of the participants about training
2. to collect data about the plans of the trainees to conduct their own training sessions.
3. to award certificates of training.

Agenda

I. Data Collection
   A. Trainer of Trainers Self-Appraisal Confidence Scale
   B. Paraprofessional Training Rating Scale
   C. The Role of the Paraprofessional

II. Next Steps - Group Work

III. Awarding of Training Certificates